




English	Maths	Science
<p><u>Writing (Non-fiction focus)</u></p> <p><u>Writing to Persuade</u></p> <ul style="list-style-type: none"> - Advertisements <p>Writing to Discuss</p> <ul style="list-style-type: none"> - Balanced Argument <p><u>Writing to Inform</u></p> <ul style="list-style-type: none"> - Non-chronological report <p><u>Spellings</u></p> <ul style="list-style-type: none"> - Words with the short vowel sound /i/ spelled y - Words with the long vowel sound /i/ spelled with a y. - Adding the prefix, '-over' to verbs. <p><u>Grammar</u></p> <ul style="list-style-type: none"> - Use brackets or dashes to mark relative clauses - Subordinating Conjunctions - Passive Voice - Expanded Noun Phrases 	<p><u>Reading</u></p> <p><u>Class Novel-</u> Crater Lake by Jennifer Killick</p> <p><u>Wider Curriculum-</u> Oliver by Charles Dickens (retold by Gill Tawner)</p> <p><u>Poetry-</u> Rebound by Kwame Alexander</p>  <p><u>Summarise-</u> Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p><u>Vocabulary-</u> Identifying how language, structure and presentation contribute to meaning.</p> <p><u>Explain-</u> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <ul style="list-style-type: none"> - Explain how the author has used a wide range of language features and the effect on the reader. <p><u>Predict-</u> Refer back to the text to support predictions, thoughts, opinions, being able to elaborate in order to provide reasoned justifications</p> <p><u>Prior learning:</u> Adding mixed numbers; subtracting mixed numbers; Finding equivalent fractions; Finding simple fractions of amounts.</p> <p><u>Fractions</u></p> <ul style="list-style-type: none"> -Equivalent Fractions -Simplify fractions -Mixed and Improper Fractions -Add and subtract fractions -Multiply and divide fractions -Finding fractions of an amount <p><u>Position and Direction (yr5 missed content recap and challenge)</u></p> <ul style="list-style-type: none"> -The first quadrant -Four quadrants -Translations -Reflections <p><u>STEM</u></p> <p>Make STEM links by applying mathematical knowledge and procedures across the curriculum.</p>	<p><u>Prior learning:</u> construct a simple series electrical circuit, identifying and naming its basic parts; recognise some common conductors and insulators.</p> <p><u>Electricity</u></p> <ul style="list-style-type: none"> -associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches -use recognised symbols when representing a simple circuit in a diagram. <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> -Plan a scientific enquiry to answer a question, recognising and controlling variables. -record data and results of increasing complexity using scientific diagrams and labels -make predictions to set up comparative and fair tests

PSHE	History	Art	Computing
<p>Prior learning: Comparing my culture with somebody else's.</p> <p><u>Celebrating Differences</u></p> <ul style="list-style-type: none"> - Understanding there are different perceptions of what 'normal' means - Understanding how having a disability could affect someone's life - Explain some of the ways one person or group can have power over another - Know some of the reasons why people use bullying behaviours - Give examples of people with disabilities who lead amazing lives. 	<p>Prior learning: Industrial Revolution</p> <p><u>Historical Studies: Victorian Food, Health and Family Life</u></p> <p>Enquiry Question: Was it really better to be rich than poor as a child in Victorian times?</p> <ul style="list-style-type: none"> - Study of aspect or theme in British history that extends pupil's chronological knowledge beyond 1066 / local study - Victorian food and homes; rich v. poor; health; and weapons. - Form own opinions about historical events from a range of sources 	<p>Prior learning: I can compare and discuss artists historically with others,</p> <p><u>Drawing (Victorian Portraits)</u></p> <ul style="list-style-type: none"> - I include the influence of the different historical, cultural and social contexts, including wealth - Draw for a sustained period of time at an appropriate level using <i>different techniques</i> <p><u>Design and Technology</u></p> <p>Prior learning: Begin to research and develop design criteria to inform the design of functional products that are fit for purpose.</p> <p><u>Working with Tools and Equipment (Christmas Fairground Rides)</u></p> <ul style="list-style-type: none"> - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose - Plan the order of their work, choosing appropriate materials, tools and techniques. - Generate, develop, model and communicate their ideas through discussion and annotated sketches. 	<p>Prior learning: Combine the appropriate software to achieve a <i>specific goal</i>. E.g. Picture from the internet/taken on an iPad within a presentation.</p> <p><u>Information Technology</u></p> <ul style="list-style-type: none"> - Combine the appropriate software to achieve a <i>specific goal</i>, explaining the benefits and drawbacks of another method they could have used. <p>PowerPoint ; Word; Ipad; and Padlet</p> <p><u>MFL- French</u></p> <ul style="list-style-type: none"> - Recognise and understand what a verb and pronoun are in both English and French and be able to say what the key personal pronouns are in French. - Better understand the concept of verb stems and endings. - Learn about the French irregular verbs aller, etre, faire and avoir.

Geography	PE	RE	Music
<p><i>Prior learning: Using maps and globes locate and label all continents in the Northern and Southern Hemisphere.</i></p> <p><u>Locational and Place Knowledge (the British Empire during Victorian Britain)</u></p> <ul style="list-style-type: none"> -Locate and label all continents of the world. - On a world map locate the main countries in Africa, Asia and Australia/ Oceania. -Identify their main environmental regions, key physical and human characteristics, and major cities. 	<p><i>Prior learning: To practise throwing with accuracy and power; Learn how to use skills to improve the distance of a throw.</i></p> <p><u>Indoor- Gymnastics</u></p> <ul style="list-style-type: none"> - Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. -Gradually increase the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. <p><u>Outdoor PE- Tag rugby</u></p> <ul style="list-style-type: none"> -To practise and select throwing with power and accuracy for a specific purpose. -To gain possession or control of an object by reaching to intercept a moving object or stopping it, while competing, with increased accuracy. -To analyse and evaluate when to attack and when to defend collaboratively in a competitive situation. 	<p><i>Prior Learning: Describe ways that people show their religious beliefs and what they may mean.</i></p> <p><u>Theme: Christmas</u></p> <p>Religion – Christianity</p> <p>Key question: How significant is it that Mary was Jesus’ mother?</p> <ul style="list-style-type: none"> -What does it mean if something is significant? - Exploring depictions of Mary - Understanding the Christmas Nativity story 	<p><i>Prior learning: Improvise and compose rhythmical melodies using Y5 notes and chords.</i></p> <p><u>Ukuleles</u></p> <p>Play a rhythmical melody on an instrument clearly, with increasing accuracy, control and expression.</p> <p>Improvise and compose rhythmical melodies using Y6 notes and chords.</p> <p>Compose music with a specific structure, either AB, AABB (binary), or ABA, (ternary).</p> <p>Improvisations and compositions are created for a purpose (to tell a story or convey an emotion).</p>